

A STUDY OF ACADEMIC ACHIEVEMENT AMONG B.ED. TRAINEES IN RELATION TO THEIR RELIGION

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Abstract: Education is central to religion. To be able to send, receive, and interpret the religious message one needs to be educated. Despite the Deist claim that religion is natural, it is in fact culturally acquired. To find out the difference in levels academic achievement among the B.Ed. trainees due to variation in respect of their religion. Survey method has been used for the conduct of the present study. A sample of 470 B.Ed. trainees have been selected by using simple random sampling method from the above said population of B.Ed. trainees of Guntur district

Key Words: Academic achievement, Gender

Introduction:

Achievement may be defined as a change in the behaviour of student and direction. It is an important and essential constituent in the process of evaluation. Achievement in the context of teaching-learning refers to learning attainments, proficiencies, accomplishments, etc.

An achievement test helps assessment of the attainment or accomplishments of an individual after a period of learning or training. It is designed to measure a student's knowledge, skills, understanding etc., in a particular subject.

Female students outperform male students in a range of indicators of academic performance. For instance, female students earn higher grades than male students (for a meta-analysis Voyer and Voyer 2014).

Objectives:

1. To find out the difference in levels academic achievement among the B.Ed. trainees due to variation in respect of their age group.

Hypothesis:

1. There may not be any significant difference in the academic achievement of the B.Ed. trainees due to variation in the age group.

Assumptions:

The assumptions for the current study are furnished hereunder:

It is possible to adopt the tools to know existing Academic achievement

Delimitations:

Following are the boundaries of the present research.

1. The investigation is limited to the B.Ed. trainees only.
2. Levels of achievement among B.Ed. trainee have been assessed confining to their gender,
3. The study was limited only to Guntur district of Andhra Pradesh State.

Limitations of the study:

1. The researchers did not make attempt to study other dimensions of achievement life achievement factors etc.

Survey Method:

- b) Survey method has been used for the conduct of the present study.

Locale of the Study and Population:

- c) The population of the study comprises B.Ed. trainees from 4 talukas of Guntur district, namely Guntur, Tenali, Narasaraopet, Gurazala. These trainees have been undergoing B.Ed. training in Government-Aided and Private Colleges of Education that are affiliated to Acharya Nagarjuna University, Guntur. There have been 3000 trainees studying in these colleges.

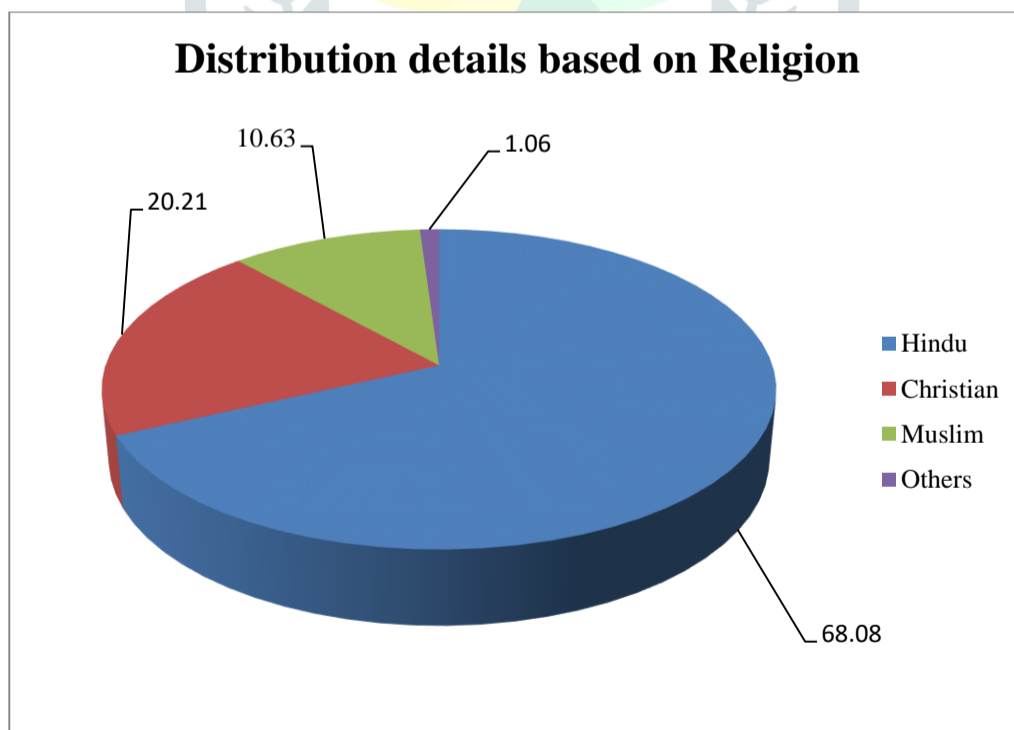
Sample:

A sample of 470 B.Ed. trainees have been selected by using simple random sampling method from the above said population of B.Ed. trainees of Guntur district.

Table 1 showing the sample distribution details based on Religion

Religion	Number	Percentage
Hindu	320	68.08
Christian	95	20.21
Muslim	50	10.63
Others	05	1.06
Total	470	100%

The table shows the sample distribution details based on Religion. It reveals that, out of 470 B.Ed. trainees 320 (68.08%) Hindus, 95 (20.21%) Christians, 50 (10.63%) Muslims, 05 (1.06) others of B.Ed. trainees were selected as sample for the study.

Graph -1: Showing the sample distribution details based on Religion**5.11 Tools:**

The following tools are used in the present study: Acharya Nagarjuna University B.Ed. Final Examinations

5.11.4 Data collection:

The above tools have been put together in the form of a booklet along with preliminary data sheet. The researcher met all the B.Ed. Principals personally in connection with data collection. Student's final examination marks were taken finally researcher was able to collect 470 students' data of 25 Colleges of 4 talukas. The sample of the study constituted the whole pool of 470 B.Ed. trainees of college of educations in Guntur District. The entries made by the B.Ed. trainees were transferred on the scoring sheet of each item and it was analysed.

5.12 Statistical techniques used in the study

The following statistical approaches were used for the analysis of the data

1. Mean,
2. Standard deviation,
3. Chi square test

Analysis of the data and interpretation:

Table No: 2 Showing the cross tabulation based on Religion and Academic achievement of B.Ed. trainees

Religion * Academic Achievement Cross tabulation							
			Academic Achievement				Total
			First Class	Second Class	Third Class	Distinction	
Religion	Hindu	Count	159	8	3	150	320
		Expected Count	160.7	8.9	2.7	147.7	320.0
		% within religion ³	49.7%	2.5%	.9%	46.9%	100.0%
		% within academicreligion ³	67.4%	61.5%	75.0%	69.1%	68.1%
		% of Total	33.8%	1.7%	.6%	31.9%	68.1%
	Muslim	Count	51	3	0	41	95
		Expected Count	47.7	2.6	.8	43.9	95.0
		% within religion ³	53.7%	3.2%	.0%	43.2%	100.0%
		% within academicreligion ³	21.6%	23.1%	.0%	18.9%	20.2%
		% of Total	10.9%	.6%	.0%	8.7%	20.2%
	Christian	Count	25	2	1	22	50
		Expected Count	25.1	1.4	.4	23.1	50.0
		% within religion ³	50.0%	4.0%	2.0%	44.0%	100.0%
		% within academicreligion ³	10.6%	15.4%	25.0%	10.1%	10.6%
		% of Total	5.3%	.4%	.2%	4.7%	10.6%
	Others	Count	1	0	0	4	5
		Expected Count	2.5	.1	.0	2.3	5.0
		% within religion ³	20.0%	.0%	.0%	80.0%	100.0%
		% within academicreligion ³	.4%	.0%	.0%	1.8%	1.1%
		% of Total	.2%	.0%	.0%	.9%	1.1%
Total	Count	236	13	4	217	470	
	Expected Count	236.0	13.0	4.0	217.0	470.0	
	% within religion ³	50.2%	2.8%	.9%	46.2%	100.0%	
	% within academicreligion ³	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	50.2%	2.8%	.9%	46.2%	100.0%	

(Note: Chi-square Test cannot be performed as there is an assumption that for performing Chi-square Test, no cell frequency should be less than 5. Therefore, when cell frequencies are less than 5, the 'Fisher Exact Test' contingency table is performed).

From the above table represents the Education and Academic achievement of cross tabulation. Hindus respondents with First class are (49.7%), Second class are (2.5%), Third Class are (0.9%), Distinction respondents are (46.9%), Muslim respondents with First class are (53.7%), Second class are (3.2%), Third Class are (0%), Distinction respondents are (43.2%), Christian respondents with First class are (50%), Second class are (4%), Third Class are (2%), Distinction respondents are (44%), Others respondents with First class are (20%), Second class are (0%), Third Class are (0%), Distinction respondents are (80%).

Table No: 4.54 showing the Chi-square test value based on Religion and Academic achievement of B.Ed. trainees

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.869 ^a	9	.846
Likelihood Ratio	5.655	9	.774
Linear-by-Linear Association	.006	1	.940
N of Valid Cases	470		
a. 9 cells (56.3%) have expected count less than 5. The minimum expected count is .04.			

The chi-square values test represents the Religion and Academic Achievement scores. The calculated value is (4.869) and significant value is (0.846) the hypothesis is accepted so there is no significant difference in the Academic achievement of B.Ed. trainees due to variation in the Religion.

Findings and Conclusion:

The chi-square values test represents the Religion and Academic Achievement scores. The calculated value is (4.869) and significant value is (0.846) the hypothesis is accepted so there is no significant difference in the Academic achievement of B.Ed. trainees due to variation in the Religion.

The hypothesis that there may not be any significant difference in the level of academic achievement among the B.Ed. trainees due to variation in their religion has been verified with chi-square test. The calculated value is (4.869) and significant value is (0.846) the hypothesis is accepted so there is no significant difference in the Academic achievement of B.Ed. trainees due to variation in the Religion.

Some studies show that more religious students earn better grades and complete more schooling than less religious peers. But researchers debate what these findings really mean, and whether the seeming effect of religiosity on students' performance is really about religion, or a result of other underlying factors.

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